

## **BMAS Lesson Plan**

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**CTE Level III Program: BMAS**

**Title: Effective Business Team Characteristics**

### **Summary:**

In this lesson, the student will learn how a business team operates. Students are familiar with group work from school but often do not understand the difference between being a team member and group member. The lesson will involve lecture, discussion, and a hands-on team activity to demonstrate the operation of a team.

### **CTE Program Competencies/Indicators Addressed in this Lesson:**

Competency: 4.0 Demonstrate oral communication skills.

Indicator: 4.2 Use questioning techniques to obtain needed information from audience.

Indicator: 4.4 Demonstrate active listening during communications.

Competency: 9.0 Participate in leadership activities such as those supported by Career and Technical Student Organizations.

Indicator: 9.2 Evaluate characteristics of an effective team member.

Indicator: 9.5 Demonstrate teamwork.

Competency: 19.0 Perform general office management functions.

Indicator: 19.5 Develop project plans and timelines.

### **Arizona Academic Standard Content Area Addressed in this Lesson:**

Academic Standard content area: Listening and Speaking

LS-P4 Conduct an interview, taking appropriate notes and summarizing the information learned.

Academic Standard content area: Writing

W-P5 Write formal communications, such as a resume, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose.

PO1 Establish a clear purpose for a specific audience.

PO2 Use a clear and appropriate organizational pattern following a standard format for the assigned communication.  
PO3 Include only relevant information.

### **Learning Objectives:**

Upon completion of the lesson, the student will be able to:

- Learning Objective: *Upon completion of the lesson, the student will be able to describe the difference between a team and a group.*
- Learning Objective: *Upon completion of the lesson, the student will be able to list characteristics of a team member.*
- Learning Objective: *Upon completion of the lesson, the student will be able to evaluate the effectiveness of their participation as a team member.*

### **Evaluation:**

Description of Evaluation: There will be 2 evaluation tools used in this assignment: a team member resume and a team project.

1. Team member resume: In pairs, students will interview each other to determine which team member characteristics the other student feels they possess. Evaluation of the resume will be: Conventions and Content using a 6 point rubric.
  2. Team tower project: In a team of 4 to 6, depending upon class size, students will build a toothpick tower that stands as tall as possible. Evaluation of the assignment will be team report listing the members and their functions, describing the steps they used to accomplish their task, and explaining how successful they felt they were and why using "Team Maintenance Activity" worksheet.
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1. Conditions under which the evaluation should be administered:  
Team member resume: Students will be allowed to take written notes and will prepare the resume in on the computer. The format provided by the teacher must be used (see attachment). Approximately two hours will be allowed to complete this assignment.  
Team project: Each team will be given one small box of toothpicks (approximately 750) and one small bottle of glue. No other tools may be used to build the tower. Approximately one hour will be allowed to complete this assignment.
  2. Criteria for evaluation:  
  
Team member resume: A 6-point rubric will be used to score this resume. The resume will be evaluated for conventions and content. A total score of at least 8/12 is the minimum acceptable score.

Team project: The tower must stand on its own for no less than 10 seconds to receive credit for completion of the project. The team member report must list team members, duties of each team member, reflections of each team member, and team consensus as to how successful the team felt they were in accomplishing their goal. Each part of the report is 25% of the report credit. Each part of the project: tower and report are 50% of the total score.

**Duration: 4 50-minute class periods**

**Materials:**   **Lecture: graphic organizer**  
                  **Team resume: note cards; sample resume format; computers**  
                  **Team project: 1 box (750 toothpicks) for each team; 1 small**  
                  **bottle of glue for each team; computers**  
                  **Evaluation: rubric; team maintenance check sheet**

**Technology:**   **This is a low tech, high energy assignment: computers, if available**

**“Hook”:** Have you ever been a member of an athletic team? What were your responsibilities as a team member?

**Background:** Go to [www.classsets.org/pdf/reading/effectiveteammember.pdf](http://www.classsets.org/pdf/reading/effectiveteammember.pdf) for notes on team roles, evaluation, etc.

**Use Stephen Kagan’s book Cooperative Learning for more information on teams.**

**Procedure:**

Step 1:

Procedure: Teacher will provide “hook” and encourage brainstorming to develop definition of a team. (Types of teams a student may have been a member of are: athletics, club, class, family.)

Handouts/Visuals needed for this step: scratch paper for brainstorming

Probe questions for students: What are some of the things an employee does that makes him a member of a team?

Step 2:

Procedure: Teacher will lecture about what is a team, what roles do team members serve, what makes a team successful, what is consensus, and how does a team establish a plan or an agenda.

Handouts/Visuals needed for this step (see website or attached copy): graphic organizer

Website: <http://sunshine2az.tripod.com/graphicorganizersontheweb/>

Probe questions for students: What kinds of people do you think you need to work with to form a successful team that could complete a project?

### Step 3:

Procedure: Teacher will provide students with sample resume format. Students will be divided into pairs. Students will interview each other to learn the information needed to create a resume for their pair member. Students will computer generate a team member resume for the person they interviewed using the format given.

Handouts/Visuals needed for this step (copy attached): Sample team member resume

Probe questions for students: What types of people would you want on your team for it to be successful?

### Step 4:

Procedure: Students will be divided into teams of 4 – 6 people to complete the team tower project. Each team will organize assigning roles of facilitator, recorder, timekeeper, and process observer. Teams will be given materials to build tower. Towers must be built on the floor. (Newspaper under the towers may keep the glue off the floor.) 20 minutes will be given to build the tallest tower possible. Each team member will participate in their assigned roles and assist each other. At the end of the activity, process observer will complete the "Team Maintenance Activity" worksheet and the team will complete their report.

Handouts/Visuals needed for this step (see website): Team Maintenance Activity (may want to modify)

Websites: [www.classsets.org/pdf/reading/effectiveteammember.pdf](http://www.classsets.org/pdf/reading/effectiveteammember.pdf)

Probe questions for students: Do you think that having assigned roles makes a team more effective? Did you accomplish your task better because you had a role to serve?

**Modifications/Variations to the Lesson:** If computers are not available, the resume can be handwritten in black ink. This may save time in a class with a great diversity of skill level.

**Extensions:** For a more advanced class, a PowerPoint presentation on team characteristics could be substituted for the written team report. Team members could produce a set of classroom rules.

**Remediation:** Additional team activities such as putting together a puzzle might help students understand that each team member has strengths.

**Accommodations:** A model (completed sample of each activity) may help ESL students and others with special learning needs.

**(Sample team member resume)**

**NAME (centered in all caps)**

**Address (centered)**

**City, State ZIP (centered)**

**Telephone (centered)**

**GOAL:** To serve as an effective team member for the (name of class) class.

**TEAM MEMBER CHARACTERISTICS:**

- **First characteristic**
- **Second characteristic**
- **Third characteristic**
- **Fourth characteristic**
- **Fifth characteristic**

**TEAM EXPERIENCE**

**Role (tab set at 2") Name of team or type of team**  
**Team duties:**

**Role (tab set at 2") Name of team or type of team**  
**Team duties:**

**Role (tab set at 2") Name of team or type of team**  
**Team duties:**

**TEAM ROLE DESIRED**

**I would like to serve as a (name the role) on my team.**

## **SUCCESSFUL TEAMS**

**Definition of a Team:**

**Team Roles:**

- 1.
- 2.
- 3.
- 4.

**Success:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Definition of Consensus:**

## **AGENDA DEVELOPMENT**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**



## WRITING RUBRIC

Name of document producer: \_\_\_\_\_

### Content

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Insufficient					Outstanding

### Conventions

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Many errors					No errors

Evaluator: \_\_\_\_\_